DOCUMENT RESUME

ED 294 143 CS 009 124

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TITLE Supervising the Reading Clinician.
PUB DATE 87
NOTE 36p.; For a related document, see CS 009 123.
PUB TYPE Guides - Non-Classroom Use (055) -- Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Curriculum Guides; Experiential Learning; Field Experience Programs; Graduate Students; Graduate Study; Higher Education; *Practicums; *Practicum Supervision; Reading Centers; *Reading Diagnosis; *Reading Instruction; Reading Teachers; Remedial Reading
IDENTIFIERS Indiana University Southeast

ABSTRACT

Designed for graduate students supervising undergraduate work in a reading clinic, this practicum manual provides guidelines and materials needed for the graduate section of the Reading Practicum (Methods of Teaching Reading II) at Indiana University Southeast. In addition to the syllabus, which includes course description and objectives, course calendar, and written assignment formats, this manual supplies information concerning: (1) the reading clinic, with clinic guidelines, a sample lesson plan/log, and undergraduate "cluster roster;" and (2) the case report component, including case report guidelines and format, and example case reports. Clinic communication forms--including information letters and forms sent to parents, and a school summary sheet--and forms for use in the reading clinic--such as manufacturers' addresses, reading clinic schools' addresses, and weekly evaluation forms--are appended. (MM)

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SUPERVISING THE READING CLINICIAN

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FALL 1987

CS009124

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SECTION I

X525 Syllabus - Fall 1987

Instructor: Kevin Sue Bailey
Office Phone: (812) 945-2731, ext. 385

Text: Ekwall, Eldon E., Locating and Correcting Reading Difficulties (4th edition) Columbus: Charles E. Merrill, 1985.

X525 Practicum in Reading (3 cr.) P: E545, or S514, X504, three years of teaching experience, and/or permission of the instructor. Observation and participation in the IUS Reading Center. Diagnostic testing, remedial classroom teaching, compiling student records, and working with groups and individuals under supervised conditions.

Objectives: Upon completion of X525 the teacher will:
-Identify the problems which readers encounter.
-List various forms of informal diagnosis.
-Demonstrate the ability to administer an IRI.
-Plan remedial lessons which are based on diagnostic procedures.
-Teach lessons in a clinical setting.
-Create activities which reinforce word recognition skills.
-Create activities which reinforce comprehension skills.
-Read CURRENT research in reading.
-Compile an ANNOTATED list of current published materials.
-Supervise undergraduates in the Reading Clinic.
-Supervise case study writing.
-Develop a proposal for a meaningful school reading program. (Alternative project may be assigned.)

Expectations:
Clinical Responsibilities:
-Attend class.
-Supervise undergraduate students.
-Work with child(ren).
-Write lesson plans designed to meet individual needs.
-Locate appropriate materials to be used with the assigned child(ren).
-Supervise writing of case studies.
Course Responsibilities:
-Review 5 current journal articles. Give full citation. One critique will be indepth and the other will be brief.*
-Compile a list of 3 current materials (include description of materials, reading level, cost, publisher) - make copies of list for all classmates.*
-Present current materials to the class.
-Select a remediation problem and prepare a list of strategies to overcome such a problem - make copies of this for classmates (one page only).*
-Present strategies in class.
-Take final exam.
*Type and turn in two copies of this assignment to Dr. Bailey.

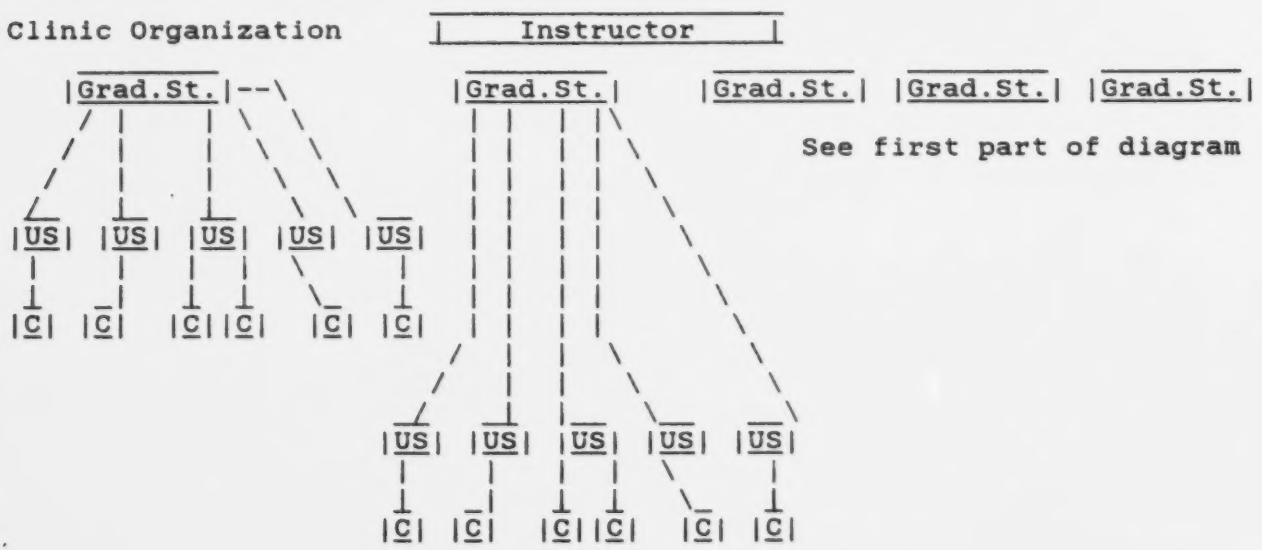
Explanation of the Practicum

The Reading Practicum is designed for the graduate student who is pursuing a Reading Minor. Advanced Study in the Teaching of Reading (E545) or Advanced Study of the Teaching of Reading in the Junior High and Secondary Schools (S514) and Diagnosis of Reading Difficulties in the Classroom (X504) must have been successfully completed prior to signing up for the practicum. The student must already be proficient in his/her knowledge of word recognition, comprehension, oral reading and study skills. The student must know how to administer various reading tests.

The course will require the serious graduate student to demonstrate his/her expertise in the following three areas: critique current articles, materials and strategies in the field of reading. Secondly, the graduate will demonstrate his/her knowledge of an ideal reading program by developing a program based on research and submitting the proposal in formal typed copy for final exam credit. Finally, and most importantly, this practicum will allow the graduate student the opportunity to supervise, as well as teach, in a clinical situation.

The Reading Clinic begins on the fifth week of the course. Dr. Bailey will supervise the graduate and the undergraduate students. The graduate student will administer Informal Reading Inventories or other oral reading tests. From the diagnostic measures and parent/ child interviews, a remediation plan will be developed. The graduate student will supervise a cluster of undergraduate students and both the graduate student and his/her cluster of undergraduate students will work with the children they have been assigned. Tutoring will be on a one-on-one or a two-on-one basis; however, some grade level, large group activities will be incorporated in order to foster group interaction skills.

Clinic Organization



CODE: US - Undergraduate Student C - Child

E341/X525
TENTATIVE SCHEDULE

	E341	X525
8/31	1st Class Introduction to class Syllabus Hierachy in Clinic Types of diagnosis Introduction to diagnosis	1st Class Same as E341
9/14	2nd Class Diagnostic work	2nd Class Project
9/21	3rd Class Diagnostic work Materials in 204 *Parent/Child interviews Space assignment in clinic	3rd Class Work on project Testing (review Gilmore, Burns/Roe) Check records to see who is a returnee
9/28	4th Class Mark an I.R.I. Prepare testing Meet with graduates (get assignment, plan motivational concept/closing activity) Questions on Clinic	4th Class *Share articles Meet with undergraduates
10/5	5th Class *Take first exam Clinic begins (Parent/child interview/ questionnaire/test) Meet with graduates	5th Class Preparation Clinic Meet with undergraduates *Turn in Cluster Roster. Keep a copy for yourself & turn in one to Dr. Bailey.
10/12	6th Class Preparation Clinic Discussion with graduate	6th Class Preparation Clinic Meet with undergraduates
10/19	7th Class Preparation Clinic Discussion with graduates	7th Class Preparation Discuss projects due 9th wk. *Remediation strategies and materials list due. *Strategies & materials presentation Clinic Meet with undergraduates

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	E341	X525
10/26	8th Class Remediation Clinic Materials/Discussion *Deadline #1: rough draft of Items 1, 2, & 3 for case report due.	8th Class Projects Preparation Deadline #1: review drafts of case reports. Clinic
11/2	9th Class Remediation Clinic Materials/Discussions *Undergraduate Creation" Folder due	9th Class *Final project due Materials/Remediation presentation continued (review case report revisions) Clinic Graduates present material
11/9	10th Class Parental involvement/ conferencing Clinic Lecutre will continue 6:30/7:00	10th Class Join undergraduate lecture Clinic
11/16	11th Class Preparation for close of clinic Clinic Discuss case reports (Questions) *Self evaluation turned in to graduate student *Deadline #2: rough draft of Item #4 on Case Report.	11th Class Preparation Deadline #2: review Case Report Item #4 Clinic Discuss case report
11/23	12 Class *Final exam Clinic Deadline #3: rough draft of case	12th Class *Self evaluation due *Undergraduate evaluation due Check rough draft of students' cases Clinic Discussion with undergrads
11/30	13th Class Test return Case Reports/review session Clinic/Conferences Deadline #4: cases due tonight	13th Class Review cases Clinic Final evaluation of Case Reports
12/7	14th Class Closing activity Mail cases	14th Class Same

*Tests/Projects will normally be returned in one week. Please do not ask for them before that time period.

WRITTEN ASSIGNMENT FORMATS

Assignment: Periodical Summaries

The graduate student must read five journal articles from the The Reading Teacher, The Journal of Reading or Reading Research Quarterly.

One article summary will be detailed. This will include a full citation (any form), a summary of the article and critique/analysis/ application of the article. This shall not exceed one (1) type written page.

The other four articles will be briefly described. The graduate student will include a full citation for each article and a three sentence summary of the article. (No critique is necessary.) Five points will be deducted for not following this format. On the day the articles are discussed in class, each student must be prepared to speak on all five articles as s/he will not know which of the five articles s/he will be asked to present. Two copies must be submitted to Dr. Bailey on the assigned date.

Assignment: Remediation Strategies and Materials List

Choose one reading problem that interests you (ex. sight words, sequencing main idea, etc.) Locate and describe (or list) strategies one could use to remediate such a problem. Use at least four references. (Your text may be used as one of the four references.)

Locate and describe three current published materials that coincide with the reading problem you have selected. (Name of item, publisher, date, cost and description of the item should be included.)

Prepare a handout with strategies and suggested materials. Provide copies for your undergraduate and graduate classmates. Hand in two (2) copies to Dr. Bailey.*

Make a brief presentation in class. (Please bring the published materials to share.)

*All handouts will be due on the 7th class meeting. You may not do your presentation until the ninth meeting, however. You will sign up in class for your presentation topic.

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Assignment: Final Project

As an extension of the "Remediation Strategies and Materials List assignment and as a service to the undergraduates, the clinic, and yourselves, I am requesting that the graduates inventory all language arts materials in the Curriculum Lab and compile an annotated bibliography on those materials. The format requires only a standard bibliographic citation, a one sentence summary of skills reinforced (re: phonics, main idea, sequencing, etc.), and a one sentence assessment of the material's usefulness (re: outdated, good for enrichment, excellent tutorial, etc.). This is a group project with organization and delegation of responsibilities decided amongst yourselves. Only one typed and alphabetized, annotated bibliography will be submitted the 9th class meeting, and it will represent your work as a group. The bibliography will then be made available to the undergraduates for use in developing stimulating lesson plans.

Evaluation

Graduate students will be evaluated on a 500 point scale as indicated below. All written assignments are to be typed, grammatically correct, and free of spelling errors. If a prescribed format has been announced, only that format will be accepted. All assignments will be reduced one letter grade (10% of total points possible on that assignment) for every day they are turned in late. Any absence after the first will reduce your grade one letter.

The performance of the graduate student is critical to the success of the Clinic; therefore, their professional example and supervisory roles will be monitored throughout the semester. It is imperative that they maintain a positive, enthusiastic attitude; promote an atmosphere of cooperation and teamwork; and evaluate undergraduates in a fair, accurate, and professional manner. Failure to adhere to these standards will mean significant reduction of total points in those respective categories.

500 Point Scale

5 Journal Reviews	100	
Articles Presentation	50	
Remediation Strategy and Materials List	100	
Strategy and List Presentation	50	
Final Project	100	
Attendance, Professionalism, Attitude	50	
Supervision	100	
	500	Total

SECTION II

Guidelines for the Reading Clinic

Everyone is expected to be ON TIME for class and Clinic and to have completed the day's lesson plan.

The undergraduate should be in the hall at 4:57 p.m. to pick up his/her assigned child(ren). At 6:15 p.m., IUS undergraduates should take the child(ren) to the hallway on the third floor. See that each child's parent is there. (If not, an undergraduate may need to walk the child to the car.)

Place lesson plans next to you as you tutor.

If you are unable to atend a clinic session, your lesson plans must be sent to class so someone else can teach your lesson. If there is terrible weather - disregard this. I'd rather you (or someone in your family who might be bringing the plan) be safe than to have your plan!

While the graduate student is teaching (last 25 minutes of the Clinic) the undergraduate is TO BE OBSERVING the graduate and the children (not planning, not talking, not taking a break). This will be noted on the Clinic evaluation.

If the student of an undergraduate tutor is ill, that undergraduate is expected to observe other IUS students as they tutor.

The undergraduate should keep the names, addresses, parents' names and phone numbers of the child(ren) s/he has been assigned. The undergraduate must also obtain the school's name and address.

The graduate must turn in the "Cluster Roster" week 5.

The undergraduate will turn in parent and child questionnaires (provided by Dr. Bailey for research purposes.)

Note the following points as they pertain to the case report:

The undergraduate will write the case report with supervision from the graduate student. The undergraduate should include the activity descriptions of the graduate's activities and how the child(ren) performed on the group activities. The only thing the graduate will write for the undergraduate will be the test description and performance on the test given BY THE GRADUATE. The body of the case report should be no more than four (4) pages.

The graduate student will assign deadlines for parts of the case study. For satisfactory course credit rough draft and final draft deadlines must be met.

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Case reports due the 12 week. (If a bad snow comes or the university is closed, case reports are due as soon as possible. I will leave instructions with the Division secretaries.)

Remember: Class is not over until 7:00 p.m. Some nights, you will have preparation/conference time from 6:20-7:00 p.m. The graduate student will dismiss the undergraduates in his/her cluster on those occasions.

The undergraduate should keep me informed on the organization of the graduate supervisor.

The graduate student should keep me informed on the progress of the undergraduate student.

The graduate student must rate him/herself on the Clinical portion of the practicum. The graduate student must also collect self ratings from each undergraduate student in his/her cluster. The graduate student will re-rate the undergraduate by using an O to mark the form. These forms will be handed in on the due date designated in the schedule.

Everyone is responsible for making the Clinic a cheerful, fun place to be, especially for the children.

Cluster Roster:*

Graduate's Name_____

Address_____

Phone #_____Home_____School

Undergraduates	Children
Name	Name of Child
Address	Name of Parent
Phone #	Phone #
	School/Grade/Teacher's Name
Name	Name of Child
Address	Name of Parent
Phone #	Phone #
	School/Grade/Teacher's Name
Name	Name of Child
Address	Name of Parent
Phone #	Phone #
	School/Grade/Teacher's Name
Name	Name of Child
Address	Name of Parent
Phone #	Phone #
	.School/Grade/Teacher's Name
Name	Name of Child
Address	Name of Parent
Phone #	Phone #
	School/Grade/Teacher's Name

*Graduates must prepare a "Cluster Roster" for Dr. Bailey and one for themselves to be turned in at the 5th class.

Tests to be Administered

Available in Clinic:

Burns and Roe Informal Reading Inventory
Slosson Oral Reading Test
Slosson Educational Publications, Inc.
P.O. Box 280, East Aurora
New York, NY 14052

Gilmore Oral Reading Test
The Psychological Corporation
Harcourt Brace Javonovich, Publishers
7555 Caldwell Avenue
Chicago, IL 60648

Dolch List

Most reading texts will provide this list of 220 words.

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READING CENTER
Sample Plan

Child_____ E341 Student_____

X525 Student_____

Date	Broad Goal/ Objective**	Material/Activity Description	Evaluation Subjective	Evaluation Objective
2/10	Comprehension /Main Idea	Barnell-Loft level D "Getting the Main Idea" Paragraphs on interesting topics followed by one main idea, multiple choice item. pp. 4-6	Enjoyed the activity	p.4 - 4/5 p.5 - 3/5 p.6 - 5/5
etc.	etc.	etc.	etc.	etc.

There will be a plan for <u>each</u> child in your cluster (even if two children are following the same plan).

*Lesson Plan forms appear in the appendix.
**Broad goal areas include the following: Word Recognition, Comprehension, Oral Expression, Study Skills, Motivation

Criteria for Clinical Portion of Class

The IUS Student:

	Rating				
1. Selects materials that are appropriate for child's reading abilities.	5	4	3	2	1
2. Selects materials on topics of interest to the child.	5	4	3	2	1
3. Selects materials which are appealing to the eye.	5	4	3	2	1
4. Uses selected materials effectively.	5	4	3	2	1
5. Selects materials in such a manner so that variety is maintained.	5	4	3	2	1
6. Has material organized prior to child's arrival.	5	4	3	2	1
7. Plans ahead.	5	4	3	2	1
8. Writes clear lesson plans.	5	4	3	2	1
9. Clearly strives to meet objectives.	5	4	3	2	1
10. Used a computer or an audio visual at least once.	5	4	3	2	1
11. Is friendly.	5	4	3	2	1
12. Keeps child on task.	5	4	3	2	1
13. Is prepared.	5	4	3	2	1
14. Appears to be putting forth a great deal of effort.	5	4	3	2	1
15. Has good attitude while working in the clinic.	5	4	3	2	1
16. Is prompt.	5	4	3	2	1
17. Appears to be striving to help the child reach his potential.	5	4	3	2	1
18. Acts in a professional manner.	5	4	3	2	1
19. Appears to be concerned for the well being of the child.	5	4	3	2	1
20. Established rapport with the tutoree.	5	4	3	2	1
TOTAL	_____				

Name_____ Name_____

Graduate 0 Undergraduate X

Undergraduates - use an X to rate yourself

Graduates - use an 0 to rate the undergraduate

SECTION III

CASE REPORT GUIDELINES

The Role of the Undergraduate:

Every undergraduate is to complete a formal Case Report on the Child(ren) s/he tutors in the IUS Reading Clinic. Only the prescribed "Format for Case Report" will be accepted. (See attached sheet.) The purpose of this format is to clarify for the undergraduate the style and content expected. There are four deadlines enumerated below (and indicated on "Course Calendar") at which time designated drafts of the case report will be due. Typed case reports are due in triplicate at the 13th class meeting (4:00). Undergraduates are accountable for all revisions in all three final copies if revisions are necessary. The "Criteria Sheet for the Case Study" should accompany the final copy. Undergraduates will self rate their case report using an "X".

Evaluation of case reports will be based on a 150 point scale. All preliminary work submittted on the four deadlines will be with 50 points as specified on the "Preliminary Case Report Evaluation" (attached). Please note that there will be an automatic 10 point deduction for any deadline missed and a 3 point deduction for each typographical error on the final report. I reserve the right to alter any evaluation completed by graduate students.

CASE REPORT DEADLINES

DEADLINE:	ITEM NUMBERS:	DESCRIPTION OF ASSIGNMENT:
#1) 8th Class	1, 2, 3	Cover Page, Child's Characteristics, Tests Administered
#2) 11th Class	4	All Broad Goals and Objectives with accompanying activities should be up to date.
#3) 12th Class	1-6	Rough draft
#4) 13th Class	1-6	Final Case Report

The Role of the Graduate:

The major responsibility of the graduate is to oversee/supervise/evaluate the undergraduates in his/her cluster as they write the case reports. The graduate's primary role is to guide and assist the undergraduate throughout this demanding learning experience; however, the graduate must act as an evaluator as well. At each of the four dead-

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lines, the graduate will complete the designated section of the "Preliminary Case Report Evaluation" (attached) and share his comments/ concerns with the undergraduate so as to insure improvement. Note that it is the graduate student's responsibility to describe the tests s/he administered and each child's results from those tests (Item #3 on case report). This information must be completed in time for the undergraduate to meet Deadline #1 (8th class). The graduate will collect all final copies of case reports from his/her cluster, evaluate each case report using the "Criteria Sheet for Case Report" (attached) and indicate ratings on the sheet using an "O". Case reports will be due at 4:00 p.m. at the 13th class meeting.

FORMAT FOR CASE REPORT
E341 and X525

1. Cover Page

2. Child's Characteristics (Use this as the title of the section)
   Physiological
   Emotional (some of these can be combined)
   Cultural
   Educational

3. Tests Administered (Use this as the title of the section)

   Names of tests--short description of tests, grade levels, stanines, etc. established by tests.

4. Broad Goals (Use this as the title of the section)

   I. Goal (example: Word Recognition, Comprehension, etc.)
   A. Specific Objective (example: Sight words, Inferential Comprehension, etc.)

   There may be several specific objectives under each broad goal. (Note Goals w/ Roman Numerals and Objectives w/ Upper case letters.)

   State the key word for the objectives and then state what activities were presented to the child to meet the objective. Tell how the child responded to each objective. (Do not cover <u>too</u> many areas. Our time is limited so concentrate on the most important objectives.) Some activities/games that are similar can be included in the same paragraph.

5. Recommendations

   I. Broad Goal: (example: Word Recognition, Comprehension, etc.)

   Tell how you feel the child will best be helped in the future. Include some materials and activities that could be used to further enhance each goal.

6. Appendices

   Include Interest Inventory, Dolch List, Skills Checklist, and anything the child worked on which illustrates his ability. If the child has taken most of his/her work home as a weekly routine, the appendix may be brief. (This is no problem.)

Examples of Segments of the Case Report* for E341

Child's Characteristics

Physiological

_____ is an active, healthy child. He has some speech difficulty when pronouncing "s" but he is seeing a clinician for this. He enjoys games and sports and makes meaningful contributions to discussions. He does have a short attention span which at times leads to listening problems.

Tests Administered

The Dolch list is made up of the 220 words that appear most frequently in children's basic reading. The test is given individually and is based on pronunciation of words at different levels of difficulties. These levels are pre-primer through third grade. _____ scored 93% correct pronunciation at the primer level, and 23% at the first grade level. Testing was stopped at the first grade level. This test was administered by _____.

Activities

I. Word Recognition

A. Phonics - Activities

1. _____ participated in a group game of Vowel Bingo by by Trend Publications. This game involves placing markers on words containing the given vowel sound. _____ liked this game and could recognize all the words.
2. To practice rhyming words, _____ played a matching game, played like Memory, from Can Do Activities by Ideal. _____ did well on this activity but was quickly bored by it.

B. Sight Words - Activities

1. A teacher-made game called E.T. Says, "Come Rhyme With Me" was used to practice sight words which rhyme. _____ had to match a word printed on a card with a rhyming word on the game board. Even though some of the words were difficult for him, he enjoyed this game.
2. Dolch Popper Words and Dolch Picture Word Cards, both by Garrard, are flash cards used to practice sight word recognition. These were used sparingly for review to prevent _____ from becoming bored with them. It was noted that _____ improved his sight word recognition each week.

(over)

II. Oral Expression - Activities

A. Reading Aloud

1. _____ read Frog and Toad Are Friends by Arnold Lobel. He was asked to show expressions felt by the characters; he enjoyed playing the roles.
2. _____ read stories into a tape recorder and listened to his own work. He then reread the story adding the expression he had previously omitted.
3. _____ needed to be encouraged to practice reading aloud. There was incentive in having a special one-on-one time with someone or by reading along with a taped series of books such as Walt Disney or Serendipity. He practiced inflecting expression along with the story teller.

III. Comprehension

A. Main Idea - Activities

1. _____ read stories from the Reader's Digest Skill Builder series. (Readers Digest Services) After reading a story aloud, _____ was asked to identify the main idea. _____ liked these stories and had no trouble stating the main idea.
2. A game from the "Stick Out Your Neck" series by Let's Learn entitled "Drumming Up To Comprehension" will give _____ some needed practice in picking important details.

Recommendations

I. Word Recognition

It is very important for _____ to continue learning the first grade Dolch list of sight words. This can be done in a group using a game, such as Group Word Teaching Game by Garrard, or individually using flashcards, such as Dolch Popper Words also by Garrard. A game particularly good for _____ was the teacher-made game of Fishing for Words.

The Can Do Activities by Ideal are an excellent way to practice phonics skills, including long and short vowel sounds, blends, digraphs, rhyming words, consonant sounds, and letter recognition _____ likes these activities when he can play them as games, preferably competing with a partner.

These examples have been selected and modified from two separate case studies. All segments of the case report are not represented in these examples. Make sure to refer to the case study outline for a complete list of the required components of the case report.

PRELIMINARY CASE REPORT EVALUATION

Undergraduate_____

Graduate_____

*Deadlines: Complete	Incomplete	Desired Revisions: Notes	Evaluation: (Circle one)
#1			5 4 3 2 1
#2			5 4 3 2 1
#3			5 4 3 2 1
#4			5 4 3 2 1
Overall evaluation of cooperation and progress			5 4 3 2 1

Subtotal _____

Minus late points _____

x2

Total _____

Final Comments:

*Any deadline not met results in automatic deduction of 10 points.

Criteria Sheet for the Case Report

The Case Study:	Rating
1. Includes a cover page and all parts of the body of the case study as described in the "Format for Case Report".	5 4 3 2 1
2. Includes appropriate goals and objectives (based on diagnosis).	5 4 3 2 1
3. Contains no sweeping generalizations.	5 4 3 2 1
4. Includes a description of activities employed in the clinic that promoted the objectives.	5 4 3 2 1
5. Includes enough bibliographic information when describing each activity or there is a well written bibliography.	5 4 3 2 1
6. Provides recommendations that are suitable to further accomplish established goals.	5 4 3 2 1
7. Contains no awkward sentences.	5 4 3 2 1
8. Wording sounds professional (but not jargony.)	5 4 3 2 1
9. Is grammatically correct.	5 4 3 2 1
10. Is neatly typed and has a professional appearance.	5 4 3 2 1

Dr. Bailey will complete this line Sub-total _____ x2 _____

-3 per typo

TOTAL _____

Name_____ Name_____

Graduate - O Undergraduate - X

This should be placed inside the cover page of the final copy of the case study.

A P P E N D I X I:

Clinic Communication Forms

Invitation form that is mailed by Dr. Bailey to the parents.

INDIANA UNIVERSITY SOUTHEAST
Division of Education
The Reading Clinic

The Reading Center at Indiana University Southeast offers a tutoring program for elementary school students with reading problems. There is no charge for this service; however, there is a small charge for metered parking.

The Reading Center is staffed by supervised graduate and undergraduate university students currently enrolled in various advanced reading courses at Indiana University Southeast. These tutors will assess the reading needs of the elementary students assigned to them, plan an individualized reading program for each child, and conduct pre-tutoring and final parent conferences.

In the fall and spring semester of each year children will be accepted to the Reading Clinic. Each session will last 75 minutes per week and the Clinic will run for several weeks (see Calendar). Students accepted are expected to attend all of these sessions, and parents are expected to attend the pre-tutoring and final conferences.

If you are interested in enrolling your child in the reading program offered by the IUS Reading Center, please complete the School Summary Sheet. (The teacher must also complete this form.) It should be returned to the IUS Reading Clinic even if your child has a similar form on file from last semester. Current information is essential if your child is to receive maximum benefit from the IUS program.

Children will be accepted on a "first come-first served" basis. The number of children accepted each semester will depend on the number of tutors available. Those children who are not accepted during the current semester will be put on the waiting list for the following semester. You will receive your acceptance/rejection letter approximately two weeks before tutoring begins.

If you have any questions regarding enrollment procedures or the operation of the IUS Reading Center, please contact me at:

The Reading Center - Division of Education
Indiana University Southeast
4201 Grant Line Road, New Albany, In 47150
Phone: 945-2731, ext. 386 (leave message)

Sincerely,

Kevin Sue Bailey

Kevin Sue Bailey
Adjunct Faculty
Division of Education

enclosures

Form that is mailed by the Reading Clinic Instructor to the parents.

INDIANA UNIVERSITY SOUTHEAST

Reading Clinic

DATES: October 5 - November 30, 1987

TIME: 5:00-6:15 p.m. each MONDAY

PLACE: Hillside Hall, Room 202

Please return form to: Kevin Sue Bailey
Reading Clinic
Indiana University Southeast
4201 Grant Line Road
New Albany, IN 47150

Children will be selected on a "first come-first served" basis.

If your child is ill and cannot attend the clinic, please call the Division of Education and leave a message with the secretaries (945-2731, ext. 386).

This form is mailed by Dr. Bailey to the parents

IUS READING CLINIC
School Summary Sheet

Parents' Section:

CHILD'S NAME_____
Last First Middle

ADDRESS_____
Street City State Zip

BIRTHDATE_____ AGE_____ TELEPHONE (HOME)_____
Month/Day/Year (WORK)_____

PARENTS' (OR GUARDIANS') NAMES_____

SCHOOL_____ PRINCIPAL_____

SCHOOL'S ADDRESS_____
Street City State Zip

Teacher's Section:

PRESENT GRADE____ TEACHER_____ Phone_____
(school)

READING GRADE LEVEL APPROXIMATION_____READING SERIES_____

List MAJOR reading difficulties:	List MAJOR reading strengths:
1.	1.
2.	2.
3.	3
4.	4
5.	5.

Note any information which would help us work with this child. (i.e. retention, remedial programs, etc.)

NOTE: PLEASE RETURN PROMPTLY* TO: Dr. Kevin Sue Bailey
The Reading Clinic - IU Southeast
4201 Grant Line Road
New Albany, IN 47150

*The children are accepted into the clinic on a "first come-first served" basis.

INDIANA UNIVERSITY SOUTHEAST

Education Division
Reading Center

Dear Principal:

Enclosed you will find a copy of the case study written on _____ while s/he attended the IUS Reading Center. A copy of this report has also been sent to the child's parent(s).

Among the items included in the report are the diagnostic measures that were used, followed by the child's results. From these results, goals were written and lessons planned to meet the child's individual needs. Such goals and lessons are described in this study. The Recommendations Section is perhaps the most important part of this report. I suggest that the child's teacher read it with care.

A pre-service (undergraduate) student prepared this report. In addition, I have read the enclosed document. Nevertheless, the child's case study is based on a short involvement at the Reading Center. While it is hoped the contents will be helpful as your school's personnel strive to help the child reach his/her potential, the recommendations should not be viewed as the only solutions. Therefore, you and the child's teacher may determine whether or not the contents justifies being made part of the permanent file.

Sincerely,

Kevin Sue Bailey

Kevin Sue Bailey
Acting Director
IUS Reading Center

Enclosure

INDIANA UNIVERSITY SOUTHEAST

Education Division
Reading Center

Dear Parent:

Enclosed you will find a copy of the case study written on your child while s/he attended the IUS Reading Center. A copy of this report has also been sent to the child's school.

Among the items included in the report are the diagnostic measures that were used, followed by the child's results. From these results, goals were written and lessons planned to meet the child's individual needs. Such goals and lessons are described in this study. The Recommendations Section is perhaps the most important part of this report. I suggest that you and the child's teacher read it with care.

A pre-service (undergraduate) student prepared this report. In addition, I have read the enclosed document. Nevertheless, the child's case study is based on a short involvement at the Reading Center. While it is hoped the contents will be helpful as you strive to help your child reach his/her potential, the recommendations should not be viewed as the only solutions.

Good luck in the future.

Sincerely,

Kevin Sue Bailey

Kevin Sue Bailey
Acting Director
IUS Reading Center

Enclosure

A P P E N D I X I I:

Forms for Use in Clinic

REMEDIATION STRATEGIES
AND
MATERIALS LIST

Reading Clinic
Manufacturers' Addresses

Barnell Loft
958 Church Street
Baldwin, NY 11510

Educational Insights
150 West Carol Street
Compton, CA 90220

Garrand Publishing Company
Goldsborough Street
Easton, MD 21601

Ideal
11000 South Lavergne Avenue
Oak Lawn, IL 60453

Jostens Publishers
P. O. Box 1903
Topeka, KS 66601

Reader's Digest Press
200 Park Avenue
New York, NY 10166

Sunburst Communications
Room DL 75
39 Washington Avenue
Pleasantville, NY 10570-9971

Reading Clinic
Schools' Addresses

1. Grant Line School
   4811 Grant Line Road
   New Albany, IN 47150
   Phone 949-4290

2. Green Valley School
   2230 Green Valley Road
   New Albany, IN 47150
   Phone 949-4292

3. Hazelwood Junior High School
   Hazelwood Avenue
   New Albany, IN 47150
   Phone 949-4280

4. Mount Tabor School
   800 Mount Tabor Road
   New Albany, IN 47150
   Phone 949-4301

5. Parkwood Elementary School
   748 Spicewood Drive
   Jeffersonville, IN 47130
   Phone 945-2387

6. Silver Street School
   2023 Ekin Avenue
   New Albany, IN 47150
   Phone 949-4309

7. Slate Run School
   1452 Slate Run Road
   New Albany, IN 47150
   Phone 949-4311

8. St. Anthony's School
   320 North Sherwood Avenue
   Clarksville, IN 47130
   Phone 282-2144

9. St. Mary's School
   420 East Eighth Street
   New Albany, IN 47150
   Phone 944-0888

Bailey

READING CENTER

Child _____ E341 Student _____

X525 Student _____

DATE	BROAD GOAL/OBJECTIVE	MATERIAL/ACTIVITY DESCRIPTION	EVALUATION SUBJECTIVE	EVALUATION OBJECTIVE

WEEKLY EVALUATION FORMS

Center Teacher _____ Graduate Intern_____

The Center Teacher gives evidence of instruction and planning in the following areas:

1. knows the areas of development he wants to emphasize with the child									
2. utilizes a variety of observations to determine student's reading improvement									
3. engages the student in planning									
4. provides concrete evidence of the child's progress									
5. attempts to find the most suitable approach (methods and materials)									
6. is aware of the limitations and strengths of the materials being used									
7. brings in a variety of self-made or commercial activities									
8. relates well to students in a small group situation									
9. writes adequate plans and logs									
10. is reliable & dependable									
11. has pleasing and well-balanced attitude									
12. loves children									

KEY: Satisfactory work - S Above average - S+ Below Average - S-

COMMENTS: